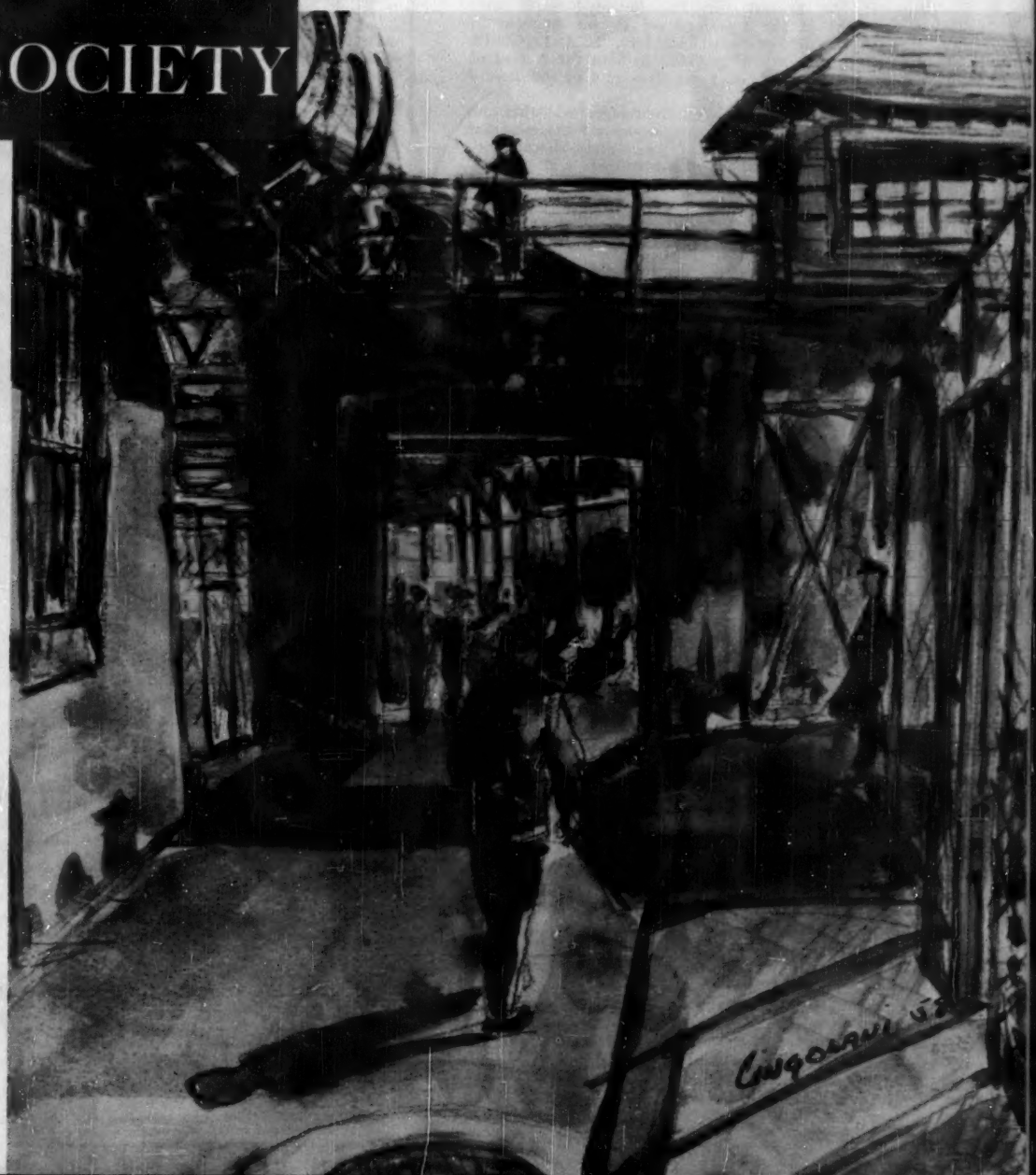
September 13, 1958

SCHOOL *AND* SOCIETY

THE RESPONSIBILITIES OF EDUCATORS, SCIENTISTS, AND HUMANISTS

FURTHER CASE FOR PROGRESSIVE EDUCATION

ACADEMIC FREEDOM FOR EDUCATIONAL PRESS



Educational Ticker Tape

Edited by Stanley Lehrer

SENATORS ENTER SCHOOL AND SOCIETY ARTICLE INTO CONGRESSIONAL RECORD

At the request of Senators Richard L. Neuberger (D-Ore.) and Hubert H. Humphrey (D-Minn.), the SCHOOL AND SOCIETY article (May 24th issue), "Federal Support, Not Federal Aid: The Murray-Metcalf Bill," was printed in the *Congressional Record*. Written by J. L. McCaskill, executive secretary, NEA Legislative Commission, the article appeared in both the *Record* of the Senate (June 13) and the Appendix of the *Record* (June 16).

In making his request, Sen. Neuberger said that the article forms "one of the most persuasive statements that I yet have seen in behalf of the Murray-Metcalf bill, for Federal support of school construction and teachers' salaries. . . . The author . . . is a thoroughly informed representative of our largest school organization. Dr. McCaskill sets forth cogently many of the reasons why I feel privileged to be a cosponsor of the Murray bill, S.3311."

Sen. Humphrey stated, "As cosponsor of S.3311, I was very much pleased to read an article by J. L. McCaskill . . . published in . . . School and Society. . . ."

MORE FOREIGN STUDENTS IN THE U. S.

The U. S. attracted more foreign students to its schools in 1957-58 than ever before in history, according to a survey conducted by the Institute of International Education. This country continued to lead the free world in the education of foreign persons, with 43,391 students and scholars coming to study in 1,801 American schools from 145 countries, including some as remote as Basutoland and the Fiji Islands.

The following significant characteristics of foreign students in the U. S. are revealed in the institute's "Open Doors 1958," an annual statistical report on educational exchange: The typical foreign student is from the Far East and is majoring in engineering; he is most likely here on his own funds and not because of a scholarship; and in one out of three cases, he is interested (especially if he is an engineer) in employment after graduation with the overseas branch of a U. S. corporation.

Other findings: Foreign men students still outnumber women more than three to one; the Philippines is the only country to send more women than men; Canada sent the largest number of students here (5,271); and more foreign students were enrolled in engineering than in any other field, with the next largest group enrolled in the humanities.

EXTENDING OPPORTUNITIES OF SECONDARY EDUCATION TO ALL STUDENTS

"Failure, an essential and often vital part of life, is necessary in good schools, but it must be used constructively," said Robert H. Fischer, superintendent of public instruction, Baltimore, Md., before an audience of Maryland teachers and principals during the University of Maryland's lecture series on "The Problems and Trends in Contemporary Education" (July 9). Today, according to Dr. Fischer, while 90% of the total high-school age population attend secondary schools, only 60% graduate. "We have not faced realistically the problem imposed on secondary education by the full range of abilities, backgrounds, and interests represented by the cross section of the whole population. . . . We must educate the unable, unwilling and unready.

"We must . . . reduce the casualty rate in all levels of our schools," Dr. Fischer stated. "Now, a drop-out finds himself unwelcome and often suspected when looking for work."

(Continued on page 323)

SCHOOL AND SOCIETY

SEPTEMBER 13, 1958

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The North Gate entrance to the Big Yard of the California State Prison at San Quentin.
Chester Cingolani

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Education's National Biweekly

The Responsibilities of Educators, Scientists, and Humanists

By PHILIP ROTHMAN
Antioch College, Yellow Springs, Ohio

SINCE the launching of Sputnik I there has been much public attention paid to the state of the American Educational Pattern, with special attention being given to the high-school science and mathematics programs. The great mass of opinion seems to be that our schools have failed to do an adequate job, and in most cases recommendations seem to add up to "more physics and less adjustment." We might note that one newspaper editor called for "more paddling and less piddling." While many sober writers and careful thinkers have been hesitant to join in the blanket condemnations and the blithe recommendations, there is agreement that it is time for a careful reappraisal of our high-school curriculum in the light of today's world, as well as today's moons.

Any appraisal of the conditions that exist must begin with the factors that have influenced them. In the United States the major responsibility for the schools must rest on the people. To a very great extent they get "what they ask for and what they are willing to pay for." The history of bills for Federal aid to education, the emasculation of textbooks during the years of 100% red-blooded Americanism, the emphasis on sports and winning teams—all give evidence to the strength of the public will. This does not mean that all groups can sit back and say "they are getting what they deserve." It is the responsibility of special groups to exert special influence. In a society where the will of the people holds power, it is important for those endowed with special knowledge, skill, or ability to exert their influence in a pattern of leadership. The people must be informed fully and accurately; factual data, valid generalizations, probable long-range outcomes, and conflicting value orientations must all be laid before the people frequently, persuasively, and meaningfully. Leadership must be consistent and willing to be unpopular. Public decisions will then follow the leadership provided. In the absence of such leadership the public cannot be blamed for expedient and capricious choices.

The extent to which high-school programs in mathematics and science have been capricious and expedient rather than responsible is the fault, then, directly of the people; but indirectly, and more responsibly, it is the fault of those who might have provided more adequate leadership. Of whom may this be demanded? Who is to blame? Three groups may be held accountable—the *educators*, the *scientists*, the *humanists*.

The educators, professors of education and school administrators, seem to have the greatest responsibility. Entrusted with the planning of the curriculum, the improvement of teaching methods, and the setting of standards, they must be held accountable for the failures in these areas. Some critics have charged them with irresponsibility at the least and conspiracy at the most. In actuality they have probably been too responsible and insufficiently conspiratorial. They have seen their task and they have acted in terms of giving the public what it wants. They have provided a mass education that meets the demands made by the people. When society asked for children to be kept in school, the children were kept. When industry called for more trained workers, vocational training was increased. When business called for more secretaries, commercial courses were provided. When the home called for better behavior, the schools provided more courses in adjustment. The educators may be blamed, then, for accepting the expressed wants of the people rather than searching for more genuine needs. The blame should be tempered by a realization of the exposed position in which the educator stands. Both the weakness and its justification are evident in the case of the school superintendent, old and experienced in his job, who advised the new, young school principal to wait and watch when something new was transpiring and to make up his mind as to where he should stand only after seeing the position taken by community leaders. The condemnation of this counsel to expediency must be softened by the awareness that this superintendent had just seen a close friend, also an old and experienced school superintendent, fail to have his contract renewed as a result of his opposition to a growing emphasis on championship basketball teams. The educator must be sensitive to the demands of public relations, but he cannot go along blithely with the varying moods of the public—whether the mood is for championship basketball or more emphasis on

examination programs and calculus. He must help the people to arrive at considered judgments, and, in so doing, he may be exerting what Riesman called a counter-cyclical influence, an influence which helps to keep the emphasis on the important and enduring goals.

A share of the responsibility may be placed on the *scientists*. Could they not have seen to it that our schools did an adequate job of teaching science and mathematics? Was it not their responsibility to watch the elementary and secondary schools and to demand a full, disciplined beginning in science and mathematics? However, our schools continued to and still teach outmoded and inadequate concepts and sometimes none at all. It is true that our scientists showed little interest in our schools. Many a college professor of chemistry (or physics, or biology, or trigonometry) started his class by saying, "Now if you have had a course in high school in this subject —just forget it."

Very rarely was there any effort to find out what high-school courses had accomplished and to use the accomplishment if possible or to try to improve the accomplishment if necessary. The associations of high-school teachers of mathematics and science met yearly, and, despite repeated invitations, never found a college professor (other than professors of education) or a practicing scientist or mathematician in their midsts. Public speeches by leading figures may serve as an indication of the interest and activity of the group they represent. A search for speeches on education by leading scientific figures, as listed in the *New York Times Index*, reveals no such speeches in 1952, 1953, or 1954. In 1955, two such speeches are listed, and in 1956 the list grows to four.

Before calling the scientists to account too severely, let us remember that, if they had spoken out, few would have listened. Branded as eggheads, suspected in their loyalty, how could they have had useful advice for the "practical" people? They could work with abstract formulas or complex computations, but they were to leave other problems to more worldly persons.

The awakening of interest of the scientists and mathematicians has already started and has brought many desirable changes. The Advanced Status Program sponsored by The Fund for the Advancement of Education has given many high-school students an opportunity to do and receive credit for work in advanced subjects, including mathematics and science. In doing so it also has helped to improve the communication and relationships of the college teachers and the high-school teachers. The many programs in teacher education sponsored by the National Science Foundation are upgrading the backgrounds of many secondary school teachers of science and mathematics and also interesting many college professors in the problems of high-school curriculum and methods. The associations of teachers of mathematics and science report increasing attendance by interested professionals, and, of course, hardly a day goes by without a speech. In the climate of prestige given to the scientists, they must handle their new leadership responsibly. They should use their ability to observe objectively and to generalize carefully and tentatively. They must avoid confusing their opinions with their expertness. A good example of the pitfall was provided by the recent confusion about the availability of high-school science and mathematics courses, in which too many usually reliable persons were misguided into an unfortunate misinterpretation of statistics.

Can the *humanists* be blamed for the weakness of our schools in science and mathematics? Some of our historians, philosophers, artists, and poets have been fighting against an acceptance of science. In their preoccupation with attention to the past, they have failed frequently to recognize the needs of the present technological world. Many have seen science as antagonistic to human values and have resisted and opposed the growth of attention to science, at times affecting our schools by their vehemence. Many would join Hutchins as he proclaims *scientism* one of "the four horsemen of the philosophical apocalypse."[1] Despite his special use of the word, a de-emphasis on science is meant and described. This is explicitly shown by the omission of science from a list of significant knowledge. "If we are to set about developing the intellectual powers of men through having them acquire knowledge of the most important subjects . . . philosophy, history, literature and art give us knowledge, and significant knowledge on the most significant issues."[2]

Without any disparagement of philosophy, history, literature, or art, it would seem that the list needs to be extended. The humanists have an important role and a special trust in safekeeping the cultural heritage of over 2,000 years. They rightly may be conservative in accepting new knowledge and new ways of knowing, but they must not be so inflexible as to refuse to accept the changes which are inevitably pressing upon them. Don Quixote may be a heroic figure, but he is also a futile one. Many humanists

[1] R. M. Hutchins, "The Conflict in Education" (New York: Harper, 1953), p. 72.
[2] *Ibid.*, p. 71.

have been attracted to a compromise such as is offered by Barzun in "Teacher in America." Here science is considered of great importance, but the approach to it is a study of historical development. Others, such as Commager and Brinton, have seen science not as antagonistic, nor as purely vocational, but as complementing the humanities through their own humanizing aspects. Conversely, while some scientists have tended to neglect the humanistic studies, most continue to support a balanced program. Our humanists should not oppose a balanced program, including careful attention to the sciences, but they must continue to guard our cultural heritage by supporting and emphasizing the study of philosophy, history, literature, and art.

The public has been, on the whole, faithful in its support of the schools. That its support has been inadequate is undeniably true. If our educators will give firm leadership, not bowing to expediency but asserting basic needs; if our scientists will support and aid the development of disciplined, careful programs; and if our humanists, in their persuasive effectiveness, will assist in the development and maintenance of a balanced program, there is reason for confidence that the public will give more adequate support. It is possible that we can develop an education program fit for our times.

SISYPHEAN TASK

By NOLAN C. KEARNEY
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Saint Paul (Minn.) Public Schools

CRITICISM of elementary and secondary schools has been a recurring phenomenon ever since education became institutionalized. But there is something about current criticism that sets it apart from other, earlier versions. A quick overview may indicate some of the persistent factors that have influenced critics in the past, and some of the new aspects that more recently have become important. We can begin with some considerations that have been true for a long time.

Point number one: The most bitter dissatisfactions spring from the weaknesses imbedded in traditional education. Many of these dissatisfactions remain unrecognized by those who harbor them. As examples, there are resentments of bad teacher-pupil relationships lingering in adult life from the days when youth moved toward mature independence. There are memories of self-righteous teachers who lorded it over children of "lesser" religious or ethnic backgrounds; hostilities toward institutions where children experienced a "caste" system; traces of guilt remaining from the trial-and-error episodes that preceded eventual moral and spiritual responsibility; vestiges of shame and discomfiture from inability to win academic recognition on honor rolls or report cards; and remnants of anger and exasperation over undeserved punishments.

Point number two: Basic resentments may slumber undisturbed unless aggravated by current personal considerations. Many people desire the status that comes from having their children attend an exclusive school where, reputedly, the children are brilliant, well bred, and destined to inherit property. They desire (for their children, mind you!) a curriculum that is firmly oriented to the "higher" things (which, of course, are difficult and frequently dry and distasteful). They are dissatisfied when their children do not excel. These, together with a host of other frustrations and insecurities—political, economic, social, and biologic—make a whipping boy useful.

Point number three: All of this is compounded by nostalgia for youth, for the illusions of youth, and for past glories that never really existed.

Point number four: Many sincere and competent critics—with or without portfolio—examine education with detachment and objectivity and find, of course, that there remains much to be desired. They become constructive and valued critics, for, indeed, education is just at the beginning of its first great burst of progress.

Important as these four factors are, most of them will apply with far less force in the future. Sociology, social psychology, the psychology of learning, cultural anthropology, psychiatry, and a host of other related sciences are throwing new light on ways for teachers to harness and guide the forces within the learner that develop him as a man and as a manipulator of his environment.

But with so much in present criticism as it always was, there remain three things that are different.

First is cost. The increase in the number of births—an increase that has only burgeoned—will provide more and more pupils for our schools as the second generation following the increase of the 40's begins to appear. Further, a greater

proportion of children will attend school and stay longer than ever before. Competent teachers must be drawn to the profession by more attractive salaries. Ultimately, the colleges must selectively educate enough teachers to meet the needs. Adequate scholarships should be provided for capable future teachers. Extensive in-service programs are needed as are more functional buildings. Even without inflation, factors such as these may serve to double the costs of education within 10 or 12 years. They tend to disturb the equanimity of the "economic" man. These sudden increases in cost, aside from inflation, are something new.

The second new factor in the current criticism is the advocacy of a caste system in education. Alternatives to universal free education would have little appeal if they were not embellished with a misguided hope that taxpayers may somehow escape a great part of the present cost of education. Much of the cost of education grows out of our resolution to educate all the children of all the people to the limit of their abilities and ambitions. The advocates of a caste system would separate the sheep from the goats. They would educate thoroughly those with ability in the scientific and management areas, but they are skeptical of academic tolerance for those with average or low abilities.

The critics talk incessantly, with little or no research to back them up, about the education of the gifted, the contamination of the talented through classroom association with those of lesser ability, and the magic value of mathematics, foreign languages, and pure science. They use words such as "decline," "deterioration," and "decay." They always mention (with neglect implied) the importance of the mechanical skills of spelling, reading, grammar, and the like. They wish to "return" to some kind of education supposedly better than what we have today. Careful analysis of much that is written along this line indicates a sort of neo-fascist philosophy, whether or not the critics recognize it as such. There is nothing startlingly new about the minutia of this criticism, but the modern rationale is greatly different.

The third major difference between recent attacks on education and those of the more distant past has to do not so much with ideology as with logistics, even though ideology flits about in the background. Educators were unprepared for attack, and they have shown it. It is safe to say that in the past five years more educational flags have been struck than in any similar period of verbal warfare since the advent of mass education. Parents and other citizens who understand what modern education is trying to do and who support it intelligently have been amazed at the rush of some educationists to confess their shortcomings and fix their courses in the dim light of the new satellites.

Why this apparent insecurity? Why has criticism brought about deflexure and retreat? The enemy is not formidable. Time is against him; science is not in his arsenal; and the inevitability of change is his Achilles' heel. But modern educators have no shock troops, no commandos, no avant-garde. At one time there existed a body of seasoned Progressives to draw the enemy's fire; they bore the brunt of his attack. A Progressive was seldom a casualty in those old struggles. He was sharp enough of mind to chart new courses and courageous enough to follow where they led. He was intelligent and competitive enough to confute and sometimes convert his attackers and to survive, often with his personal stature greatly increased.

Where are the Progressives in the current struggle? They have been liquidated. And by whom? By the educators themselves. They have been shot in the back long ago out of fear that, in their exuberant brushes with the enemy, they might get the whole profession into trouble. Who are the ones who have been denied recognition, position, leadership—who never reached the professional pinnacles? They are the unknown, for they were given no sceptre and no crown. They were refused appointments before they could find a podium from which to speak. Instead, those who gained favor trod the middle of the road. Moderation was their watchword. Their motto was to be not first to espouse the new or last to desert the old. No brainwork here—just a simple rule of thumb. More impoverishing than that, however, was the lack of morality and integrity in such a rule.

It was the fate of the old Progressives to remain far ahead of their times. Only a few "progressive" educational programs were set up in the 20's, and most of these failed because techniques had not been devised by which to implement the new objectives and insights. The Progressive theories of the 20's have been slowly assimilated into general educational theory, but even now they are only crudely implemented. As is so frequently the case, there was much to be learned before the theory could be put to partial test. But premature or not, the ideas were so different and so dramatic as to attract the hostility of the critics. Year after year, the critics scolded about schools where children did whatever they wished to do, where all was aimless play, where the teachers did only what the pupils told them

to do, and where dancing, singing, and modern art were all mixed up with the disrespect for authority, for law and order, and for classical learning. The fact that there were few, if any, such schools bothered them not at all.

In those days, the critics derided the theorists and the National Education Association. They wanted the schools to "go back" to lessons and assignments and discipline and a lot of other things that never had been left behind. Meanwhile, disturbed teachers and administrators took many a worried look at their schools, but they saw nothing resembling the stereotype of Progressive education that was being bandied by the critics. "We are against that kind of education, too," they said blandly. They brought in the critics and showed them the schools. "You'll find nothing Progressive here," they said. As time passed, they went a step farther in their thinking. "If these Progressives attract so much critical attention, perhaps it would be well to liquidate them entirely."

It becomes clear now that it was not "progressive" education that was under attack in the past, but education itself. Progressive education just happened to be new, vulnerable, green, and full of unexplored pitfalls. It attracted the attention of those who had criticism in them. Today, with the old struggle between the Progressives and the essentialists largely resolved, the attack on education continues. Now "safe and sane" educators are the objects of criticism. It will take time for them to adjust to it. Meanwhile, valuable educational programs may be destroyed. Much good research may be terminated. In many spots, morale may suffer. In other years, there were giants to fight the battles for public education in our democracy. Who will close ranks for them in the next decade?

A Further Case for Progressive Education

By NORMA HARVESTER
Adelphi College, Garden City, N. Y.

THE TERM "progressive education" is a dangerous one. To some, it represents a "crack-pot" notion synonymous with other doubtful innovations in art or politics. To others, it is the cause of much difficulty with the behavior of young people today. Inherently, there is much that is good in the Progressive philosophy of education, but it has been so misinterpreted and so misused that some clarification seems needed.

Several aspects of the Progressive position are worthy of exploration to correct some of the thinking surrounding this philosophy which has roots as far back as Erasmus. Related to interest is the issue of the problems-approach in education. Progressive education uses the findings of modern psychology and, on this basis, advances the concept of the "whole child." Finally, the area of discipline needs new consideration. In brief, we need occasionally, in Matthew Arnold's terms, "to turn a stream of fresh and free thought upon our stock notions and habits."

Clear thinking as an educational objective has concerned philosophers for centuries. "What is the hardest task in the world?" asked Emerson. "To think," he answered. How is it possible to get individuals to think? Progressive education has one answer. Categorically stated, students will think if the material they are asked to think about is relevant and meaningful to their lives.

The Progressive teacher makes an effort to bring the realities of life, for his group, into the classroom. This means that the teacher must have many facts up his sleeve, that his education must be a complete and liberal one. Truly, no education requires a richer background of knowledge than this. For this reason it is distressing to find as a criticism of Progressive education the thought that it negates facts, that it has no respectable concern for knowledge. The Progressive philosophy, properly interpreted, holds the reverse.

There is a danger, however, in bringing life into the classroom. Unless the teacher brings in the world, and not only a small part of it, education is incomplete. McCutchen, in his discussion of the problems-approach to the social studies, writes of this:

> One of the worst perversions of the problems-approach is its use only on the transitory, ephemeral and unimportant problems of students. Instead, the teacher's mandate is clearly to enlarge the horizons and social consciousness of his students. In a way, one might say that the assignment to teachers is: "If they have no problems, see that they get some."[1]

There is a significant corollary here. Not only must Progressive education bring life into the school, but it must also be concerned with the interests of those who are living. The effective teacher is not trying to make material in-

[1] S. P. McCutchen, *Journal of Educational Sociology*, May, 1947, p. 532.

teresting as much as he is trying to find out what are the interests of his students. This demands a teacher who is himself skilled in the art of living and in the art of working with people. But again these interests must be deepened and extended by content and by teaching method. As the president of one of our outstandingly Progressive colleges suggests,

> Let us try to discover what studies are most relevant to the personal and civic welfare, what ways of dealing with these studies are most effective educationally. In this way we may find ourselves with a philosophy of education which is adequate for our time of social crisis. . . . Indeed it is an open question whether any education which does not involve the major interests of those concerned ever has any deep educative effect.[2]

It is platitudinous to say that a philosophy of education will not work in a setting which is unrealistic for that philosophy. It has been difficult to apply the principles of Progressive education to our essentially democratic milieu. We have said, in effect, that all of the people may go to school, but have we provided courses of study for all of the people? Our schools are not varied enough to be relevant to the heterogeneous character of education in a democracy.

We have endeavored to establish, then, that Progressive education looks at problems in the world, makes them a focal point for the school, and uses what is in a person. If people think at all, they think about problems in which they share some interest. Education must be concerned with man thinking, but not in isolation from the other aspects of his growth. Education must deal with the "whole person." To the Progressive, it is disconcerting to hear statements to the effect that the main business of the school is the student's mind. To consider the student's mind as divorced from his emotional and physical state is one of the most dangerous concepts ever introduced into the philosophy of education.

> It is a strange holdover of our own traditional education that most of us . . . in thinking of the functions of school don't recognize what we know so well in life, that a person's emotional adjustment, his happiness, his ability to meet all kinds of situations with balance and self-control, his ability to get along well with all sorts of people, that these are the most important things for our children to achieve. . . . The traditional school largely neglects this vital aspect of education.[3]

As Washburne has pointed out, helping children to develop good mental health, emotional poise, confidence, and the ability to get along with themselves and with others, and to find the happiness that comes from the mastery of these also is part of education and a fundamental purpose of Progressive education. Good mental health is a progressive goal and continuous with life. Its acquisition demands teachers who are emotionally healthy, as well as the guidance personnel and medical staff.

In 1870, a professor at Cornell University noted, "Young people have gotten sadly off, nowadays, from all the good old ways." This is not to ignore the fact that many boys and girls today show disrespect for anyone in authority. Critics place the blame, in part at any rate, on Progressive education and on the lack of discipline in schools. To face facts, we must realize that defiance of authority is and always has been one characteristic of some adolescents. Such defiance must be brought under control, promptly and effectively. Firmness should not be interpreted as unfairness. Progressive education should not be interpreted as an uncertain policy, lacking in a definite stand in matters concerning correct behavior. It is true that in the earlier part of this century, parents and teachers, with the best intentions in the world, interpreted Dewey's philosophy incorrectly and failed to provide the guidance and restraint that all children need.

Young people need direction. They also need "discipline," if by discipline we mean definite limitations upon behavior, but not unrealistic limitations. Where the barriers on behavior are rigid or petty or excessive, the child is subject to almost perennial frustration. He is chronically unhappy and may rebel. However, a child is equally lost in a world where there are no restrictions, or where the restrictions are nebulous. Good Progressive training makes demands upon people and circumscribes behavior, but the limitations must be appropriate to the individual or group and to the circumstances.

At the age of 85, William H. Kilpatrick reiterated his "staunch, almost passionate belief in the principles and methods of progressive education."[4] The man who did more than anyone else to put Dewey's philosophy into practice is "not ready to compromise one iota." He feels that discipline is "less of a problem" today than it was in the past. Kilpatrick, of course, championed self-discipline. In 1942, referring to morals and attitudes, he declared:

> I, as parent or teacher, cannot compel it. In fact, if I try to compel a moral attitude or other moral response which the child does not himself feel and accept as his own personal moral response to the confronting situation, I not only fail to teach that moral response, but I am instead calling forth reactions of resentment against me, against morality and duty, against home or school.[5]

[2] H. Taylor, *Antioch Review*, Winter, 1945-46, p. 563.
[3] C. Washburne, "What Is Progressive Education?" (New York: John Day, 1952), p. 145.
[4] Interview with B. Fine, *New York Times*, Nov. 18, 1956.
[5] W. H. Kilpatrick, *41st Yearbook*, National Society for the Study of Education, University of Chicago Press, 1942, pp. 69-70.

Progressive education attempts to establish a pattern of discipline that is realistic and not rigid. Further, it attempts to achieve its discipline and its learning by having the individual grow in his self-realization of the importance of this discipline and this learning. This is a lifetime's work—or a good part of it. The effort involved on the part of parents, teachers, and the individual himself is tremendous.

To interpret and to apply the Progressive philosophy of education successfully is the most difficult assignment we can give to a teacher. James Truslow Adams expressed it well when he stated that education should enable a person "to lead a more satisfying life, should assist the growth of his personality, prepare him for intelligent citizenship and make him feel that he is a person and not a slave, not a mere cog in the vast machine of modern life."* This was not said by a professional "educator," but it makes a graphic case for Progressive education and for education in a democracy.

* J. T. Adams, "Frontiers of American Culture" (New York: Scribner's, 1944), p. 7.

Australia's Universities Face a New Day

By PAULINE TOMPKINS
University Women's College, Melbourne, Australia

AUSTRALIA has recently emerged from a thorough and discouraging examination of its universities. A special committee of experts has shocked the nation by describing the university situation as bordering on the "catastrophic." At the same time, the Commonwealth has responded with a promise of swift action to meet the crisis.

Behind these headlines one finds a dramatic commentary on democracy in action. The stage was set in Jan., 1957, when Prime Minister Menzies appointed a committee to investigate university needs. Headed by Sir Keith Murray, chairman of England's University Grants Committee, a distinguished five-man board spent several months visiting Australia's eight state and two national universities.

Problems with a ring familiar to American educators were explored by the committee: student attrition, shortage of scientists, inadequacy of buildings and equipment, low faculty salaries, need for increased scholarship assistance, shortage of qualified teaching personnel, and the impending "tidal wave" of student enrollments. Warning that the university situation would turn from critical to dire in the next decade unless decisive steps were taken, the committee recommended an immediate three-year emergency appropriation by Commonwealth and state governments of approximately £ 30,000,000 ($67,500,000). It also commented on the estimated 120% increase in student enrollments by 1967: ". . . the magnitude of this increase and of the problems with which the universities will be expected to deal have not . . . yet been fully appreciated either inside or outside the universities."

The crises confronting higher education were not news to Australia's educators and interested laymen, who for many years have deplored the worsening conditions in the universities, traceable largely to inadequate financial resources. In view of the deaf ears habitually turned to their pleas, the reception given the Murray recommendations marked a revolution in popular and governmental attitudes. The 133-page Report, presented to Parliament the last week in November, was followed by Mr. Menzies' address outlining the government's proposed course of action. Full and sympathetic coverage by press and radio and constructive comment by the parliamentary opposition seemingly insure speedy enactment of the necessary legislation.

To an American observer this presents an intriguing picture. In most respects the Australian educational crisis is more acute than our own (by comparison with Australian standards, American private and public institutions are lavishly endowed), yet the basic situation confronting the two countries is strikingly similar. We have had a White House conference on education; special committees studying the educational spectrum from elementary through graduate school; specialists from all fields noting the wastage of American intellectual talent, the grave crisis caused by the shortage of science students, the overloading of educational facilities, etc. The one thing we possibly have lacked, however, is a sufficiently compelling statement of our needs to catch the imagination of our people and fire their enthusiasm to the point where the high cost of education is no longer regarded as a luxury.

How did Australia succeed in this endeavor? Initially the government was moved to action by repeated criticisms from many groups regarding the state of higher education. Of great sig-

nificance was the Prime Minister's choice of investigating committee, for its five members combined a knowledge and prestige which added enormous weight to their conclusions. Finally, Mr. Menzies gave the university problem top priority in Parliament. It has been reliably suggested that he regards government implementation of the Murray Report the crowning achievement of his political career.

To the Australian man-in-the-street, in all likelihood not a university graduate and traditionally skeptical of those who dwell in ivory towers, the clinching argument for a new look into university problems was undoubtedly provided by Sputnik. In Australia, Sputnik accentuated every line of the Murray Report with exclamation points, removed from it any abstract connotation, and placed it in the context of the east-west power struggle.

Apart from these factors, the Murray Committee vividly portrayed Australia's unique condition in the mid-20th century: a continent undergoing an intense industrialization; a land encouraging vast immigration with rapid population growth; and a nation with new, far-reaching obligations abroad. Consequently, as the committee phrased it, ". . . industrial development means that Australia will have to rely . . . on the products of the university for both manpower and research. . . . Her participation in the Colombo Plan has entailed calls on her supply of technical manpower and materials and the provision of educational facilities in Australia for some thousands of Asian students. In defense . . . Australia has entered into new commitments [which] increase the need for university graduates."

In the next three years the government's program will underwrite extensive university building, provision of new equipment, and substantial salary increases for teaching staff. In the longer run, the Commonwealth envisages creation of a permanent Australian Universities Committee, modeled to some extent on the English University Grants Committee, but with broader purview of the problems confronting Australian higher education: problems of increasing enrollment, the high failure rate (nearly 40%) at the end of the first year; the needs of particular universities and areas; the recruitment of more able students.

In Australia, higher education is constitutionally a state responsibility. However, the war and postwar years have witnessed the steady encroachment of the Commonwealth into the universities by means of financial grants and scholarships—an encroachment welcomed by state leaders in view of the rising cost of education. In adhering to the Murray Committee recommendations, the government's projected legislation will continue this trend. In addition, it will provide an unmatched emergency grant of £ 4,500,000 over the next three years.

Nevertheless, federal "control" of education is regarded with latent suspicion in Australia, as in America. The permanent Australian Universities Committee is therefore intended not merely to furnish Commonwealth and states with expert opinion on university needs, but to serve as guarantor against capricious federal interference in the universities. Presumably the committee will consist of recognized experts, lay and professional, acting as disinterested government servants, and the proposal for its creation has met with widespread approval.

Australia's constructive approach to its educational crisis shows a high degree of statesmanship. The over-all problem has been placed in proper geographical context, as an Australian dilemma but one with international ramifications in terms of the world-wide struggle between communism and democracy. At the same time, Australians are not "running scared." Sensible of the grave implications for the West in Soviet Russia's present scientific lead, there is no rush to "load" curricula with science courses at the expense of the humanities. In the words of Prime Minister Menzies:

> Civilization requires a close and growing attention, not only to science, but also to those studies of the mind and spirit of man . . . the relative neglect of which has left a gruesome mark on this century. . . . The Government has no reservations about the growing need for more scientific training, but it would be unfortunate for the universities themselves if the balanced conception of higher education came to be regarded as out of date.

RECENT *Publications*

The following are 1958 editions, except where indicated otherwise

ABRAHAM, WILLARD, *Common Sense About Gifted Children*, pp. 268, $3.75; DAHLKE, H. OTTO, *Values in Culture and Classroom: A Study in the Sociology of the School*, pp. 572, $6.00; HUNNICUTT, C. W., and WILLIAM J. IVERSON (editors), *Research in the Three R's*, pp. 446; PARRISH, LOUISE, and YVONNE WASKIN, *Teacher-Pupil Planning for Better Classroom Learning*, pp. 160, $3.50. Harper & Bros., New York 16.

AMMOUN, CHARLES D. *Study of Discrimination in Education*. Pp. 182. United Nations, distributed by Columbia University Press, New York 27. $1.25 (paper).

ANASTASI, ANNE, *Differential Psychology: Individual and Group Differences in Behavior*, third edition,

(Continued on page 326)

Academic Freedom for the Educational Press

By WILLIAM W. BRICKMAN[1]
Editor, School and Society

As TIME GOES ON, it becomes necessary to repeat and restate certain ideas and convictions which guide an organization or individual. After more than five years' work as editor of SCHOOL AND SOCIETY, the writer feels the need of discussing once more some significant matters of editorial policy and practice.

When he assumed the editorship, Dr. William Chandler Bagley (SCHOOL AND SOCIETY, Sept. 2, 1939) expressed his desire to make the journal "an unbiased, impersonal, disinterested medium of information" without becoming "the mouthpiece or organ" of any specific viewpoint. This objective was supported by Dr. I. L. Kandel (SCHOOL AND SOCIETY, Feb. 22, 1947). Following this tradition, the present editor stated (SCHOOL AND SOCIETY, Oct. 3, 1953) that the magazine would publish material of interest and significance "without grinding any particular pedagogical axe." To the best of his ability, the writer has been trying to live up to this policy.

The going has been rough sometimes. Because SCHOOL AND SOCIETY did publish articles with controversial content, there were vigorous protests from the proponents of one or the other points of view. Some of these protests were not merely literary. They took the form of abusive letters to the editor, threats of loss of circulation and actual discontinuance of subscriptions. In one instance, a university administrator organized a national campaign of protest against the editor. Interestingly enough, some of the objectors to what was published in SCHOOL AND SOCIETY wrote to the Trustees of the Society for the Advancement of Education without communicating with the editorial office at all. More than one has written a bitter letter of denunciation to the dean of the school where the editor serves as a faculty member.

Those who have been displeased with something or other that appeared in the magazine did not usually offer factual rebuttals. At best, they just questioned the editor's judgment in publishing the material. At worst, they denied the editor the right to publish ideas with which they violently disagreed. Such individuals represented the various branches and levels of education and scholarship.

Not all who reacted negatively took advantage of the editor's offer of space for replies. Apparently, they were interested in repression, not expression, of ideas.

Parenthetically, it might be mentioned that, in the course of the publication of arguments and counter-arguments in the "Correspondence" section of the journal, the editor was at least once seriously threatened with a lawsuit for libel allegedly committed by one of the contributors. The kind of abuse to which a few persons have subjected the editor on account of his deletion of excessive verbiage and over-familiar data does not deserve more than a sentence of space.

It will be instructive to look more closely at some recent objections to articles in SCHOOL AND SOCIETY.

At the request of the editor, a national organization of about three-quarters of a million members co-operated in the preparation of an issue devoted to its centennial. Some of that issue's content was laudatory, some of it critical. One article, which was held over because of lack of space, was announced for a later issue. The membership director of this organization inquired if the editor would inform him of the content and tone of the article. The managing editor of SCHOOL AND SOCIETY, replying in the absence abroad of the present writer, stated that "it is not our policy to provide the kind of information" requested and that "we might be interested in your own views on the subject" following publication. This statement was well received by the membership director.

One month later, the executive director of the organization wrote that he had made inquiries about the views which were likely to be expressed in that article. He was worried that the appearance of this paper, which he presumed would be critical, would "neatly coincide" with his group's major drive to increase its membership. He went on to say that the article would be carefully examined and expressed his hope that it would "not contain inaccurate or biased material which might reveal an intention to harm the good name" of his organization or of its officers. He concluded that, although he would be assured we would publish a reply, "in

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such cases a reply never catches up with the damage." In his reply, the managing editor, after explaining that the time of the release of the article was "purely coincidental" with the membership campaign of the organization, emphasized that the journal did not intend at any time "to discredit or harm" the group, and he made clear the editorial policy.

Several months later, one of the officers still friendly to the editor wrote that there was a feeling extant that the editor was prejudiced toward the group. The reply was that the writer had co-operated with the organization in various ways in the past and that he had contributed articles to and edited a special section of one of its periodicals. Furthermore, he requested application blanks for membership.

As of the present, this issue seems to be closed. One never knows how bitter is the taste that has been left. It was evident, to the writer, that the organization's officers were less interested in the exchange of ideas than in keeping them under control.

One more case study will be presented. The appearance of an article in SCHOOL AND SOCIETY appraising the effectiveness of an organization of nearly 50,000 members evoked a strong reaction by the executive director, who made sure that all the Trustees received copies of his disapproval of the editor's action. Nowhere in his letter did he offer definite proof that the description of the organization's ineffectiveness by the article's author was incorrect, although he described the essay as "thoroughly irresponsible," "inaccurate," "unfair," "fictitious," "outrageous," "demeaning," and "an attack." The usual offer was made for space for a reply.

The tone of the executive director's letter is noteworthy, especially because his organization has played an honorable role in the history of the struggle for educational freedom. The officer questioned the good faith and competence of the author of the article. The editor, he wrote, should have checked the data with him prior to publication. Does this suggest a form of pre-publication censorship? If the author, who is a recognized professor, administrator, and author of a highly regarded volume on the professional status of the teacher, has made errors, then a rebuttal is in order.

In questioning the editor's judgment in publishing this article, the official said that he was "disturbed by the motives that may lie back of the appearance of this article in *School and Society*." He continued to say that it had been "suggested" to him that "publication of the article is part of a plan by 'educationists' to discredit" his society. He concluded by asking "fairly" the editor "to explain" to his organization "the motives or purposes that led him to publish this article."

The editor pointed out in his response that he has been a member of the society for some years and that he has contributed to its publication; that his only intention in publishing the article was to present a view which will stimulate discussion and debate; and that the Society for the Advancement of Education and the readership of SCHOOL AND SOCIETY are made up of both "scholars" and "educationists," and there was no conspiracy afoot to discredit anybody.

Criticism must not be regarded as an attack. In a democratic society, criticism is a right and a duty. Professional criticism must be based on factual data and derived from disinterested and dispassionate motives. Rational criticism ought to call forth counter-criticism in the same spirit.

It is natural to protest against criticism of an organization in which one is active. But the statement of protest needs to be fair, objective, and scientific. It has been an extraordinary experience for the writer to be confronted by the angry administrators of associations. Men who are leaders in the defense of the rights of teachers must develop self-restraint, an inner resistance to the temptation to use pressure as a means of showing displeasure with contrary opinions. And let it be repeated what is published in each edition of SCHOOL AND SOCIETY: "Opinions expressed in signed articles do not necessarily represent the views of the editors and the Society."

On April 25, 1958, Prof. Ralph F. Fuchs, former general secretary of the American Association of University Professors, presented the Alexander Meiklejohn Academic Freedom Award to the president and trustees of the University of New Hampshire "for their action in resolutely maintaining the freedom of members of the University community to hear all points of view on controversial issues, even in the face of public opposition. . . ." This definition of academic freedom is a statesmanlike statement which should also affect an educational journal. Such a medium of professional information and opinion which reaches university professors and administrators, and others in education as well, is a type of "University community." The policy of SCHOOL AND SOCIETY has always been that of "resolutely maintaining the freedom . . . to hear all points of view on controversial issues, even in the face of public opposition. . . ." Such a policy will continue to be in effect. Individuals will keep on presenting viewpoints on education-

al questions—regardless of the popularity of their opinions—as long as they are responsible, have something to say, and can defend what they say. Any other policy stifles thinking and promotes the kind of conformity which constitutes a danger to a democratic society.

REPORT

EDUCATORS AND EDITORS

By RICHARD P. BAILEY
Director of Public Information
Board of Regents of Wisconsin State Colleges

IF A VESTED INTEREST group in the state of Wisconsin could convince 500 editors—of weeklies, dailies, news services, radio and television stations—that an item of information was important, 3,000,000 people would be discussing it in a matter of a few hours. It would spread over the nation. In a few days news magazines would pick it up. After a month or two had passed, the class magazines would "mouth and digest" it. Before the year had ended, a book might give it permanency and an anthology would add immortality. All this after clearing just one hurdle, a small group of editors! They decide what news people will read, hear, and see. "Hold it," they growl, and the news dies. "Set it," they cry, and a lively chain reaction spreads over the community, state, and nation. What does the editor want?

Books are published by the dozens on the subject. Journalism schools train students to recognize news, present it in inverted pyramid style, and eliminate subjective opinion. Publicists lose sleep and sweat in their grey flannel suits as they vainly attempt to outguess the editor. Politicians lead in the direction he moves. Sociologists castigate him. And above the turmoil the editor sits with a wry smile, an unshakeable confidence in his decisions, and a cynical distaste for the literary productions of most vested interest groups.

There is no simple answer to the question of what one editor wants. When 500 editors are involved, the answer is all but buried in contradictory opinions and motivations. And yet the search is worth the effort. Satisfy one and his circulation becomes your audience. Please 10 and you can speak to thousands. Convince 50 and you are reaching 100,000 and upward. And always there exists the remote possibility that 500 editors may agree with you, and the world, or a large portion of the literate part of it, becomes your audience.

Education has little reason to be proud of its relationship with editors. Too often the educator is unwilling to accept the editor in his role as sole judge of information. He must be changed! So thinks the educator and he sets about his task with futile determination. The pathway leading to newsprint and air time is strewn with frustrated educators. Chunks of information lie dead and unread about them as they shake enraged but impotent fists at the editor.

The state college Regents of Wisconsin are learning slowly what the editor wants. A weekly news column on education is in its third year of existence, originating in the Regents' office. It is requested and used by 150 editors of weekly and daily newspapers and by two wire services. After 117 different stories told in 40,000 words, some editorial wants are becoming clear. A clipping service proves that a total of 2,595 stories appeared in the newspapers and it is estimated that this number can be doubled by out-of-state stories and omissions.

The most wanted stories concern students. Editors are interested in how much education costs them, where they are from, what they think, how many of them there are, what their occupational and marital plans are, how old they are, and what occupations their fathers have. The best story (62 clippings) from the state colleges of Wisconsin, think the editors, came from a study of the freshman class.

Fathers of the 3,949 freshmen were most often farmers, factory workers, small businessmen, salesmen, and mechanics. And the students seemed determined not to follow in their fathers' footsteps, since they wanted to be teachers, engineers, businessmen, foresters, and physicians most often. They come, half of the time, from farms or villages of less than 2,500 population. Forty per cent get no financial assistance from home.

The least wanted stories are philosophical ("We'll write our own editorials," said one

editor). Editors most often turned a cold shoulder to "thoughtful" discussions of the teacher shortage, educational costs, budgeting, the future of education, and educating the retarded child. There was one notable exception. The place of religion in public education fell on receptive editorial ears—four times as interesting as the budget, three times as interesting as the teacher shortage, and twice as interesting as a look ahead at the future of education.

These are the 12 types of educational stories given the editors in more than two years in Wisconsin and the "reception" as evidenced by the concrete proof of clippings returned:

Type of story	*Average number of clippings per story*	*Range of number of clippings per story*
1. Students, general	33.7	13 to 62
2. Teachers, general	30.2	18 to 49
3. Guidance	23.4	11 to 40
4. Students, feature stories	23.3	13 to 47
5. General educational features	22.7	10 to 40
6. Teachers, personality sketches	19.0	14 to 32
7. Curriculum	18.9	9 to 29
8. School activities	17.7	15 to 21
9. "Authority" articles by guest educators	17.7	3 to 30
10. Buildings and plant facilities	17.6	7 to 25
11. Historical	16.9	9 to 39
12. Philosophical	15.4	7 to 32

A few general classes of stories are omitted in the listing above. The college Regents cannot send out individual stories on specific students, naming the students. But from the success of these name-stories among the colleges, it can be guessed that editors rate them high, indeed, in interest. The fact that Jacob Jankovitz pledged Alpha Nausea social society or that Brenda Johnson sings in the all-girl octet will interest one editor, almost 100% of the time.

The local news story is not included, although it, too, will interest one editor. Sports stories are omitted, since they are handled by the individual colleges and by a conference record keeper.

A factor not considered in the listing of editor-pleasing news is timeliness. A story that is rejected today may be just what the editor wants tomorrow. For example, in July, 1957, the Regents sent out an article on what the colleges were doing in the field of science. It reaped a small return of 15 clippings. In Jan., 1958, after the launching of two Sputniks, a similar story was sent out. The editors paid scant attention to the duplication and more than twice as many used it, with one of the press services carrying it on the state wire.

In second place on the interest scale of editors is the teacher story. Such stories gave news of salary changes and opinions of college presidents on today's youth, registrars on campus marriages, and deans on working one's way through college.

Next in order of interest were stories of a guidance nature, most often used as a subject by the Regents (16 times). Best of these, thought the editors, were articles on scholarships and college entrance requirements. Poorest was one on engineering as a modern challenge to young people. Others explored success in college, success after college, borrowing to meet educational expenses, teen-age peculiarities, leadership, cost of college, and what college offers to coeds.

A dozen articles featured students in various groupings. One hundred student leaders gave their opinions on dating, high-school courses and extracurricular activities, grades and grading, getting adult advice, and their families. The college leaders were from farms or small towns most often (67), worked 75% of their way through college, earned better than average grades, had a median of 15 close friends, and studied 16 hours a week outside of class. Most valuable courses in high school, they thought, were English (43) and typing (22).

The most interesting story on students, thought the editors, concerned 12 American Indian students enrolled at the colleges. Two of the young Indian coeds were interviewed and their opinions on college and their people pleased 47 editors.

The general education stories covered a wide area, including anecdotes and daffy definitions. There was a summary of a doctoral thesis on who Wisconsin's teachers are, a poem (supposedly written by a first-grader), an announcement of the coming selection of a new college president, a research project aimed at destroying lake flies, and some remarks on teachers and education by three native Wisconsinites—Edna Ferber, Fredric March, and H. V. Kaltenborn.

Among the anecdotes was this one which interested editors over the nation:

> The son of Eugene McPhee, director of education for all 10 of the Wisconsin state colleges, was momentarily stumped when asked in school to tell what his dad did.
>
> Yes, he was a teacher—no, he didn't hold a teaching position.
>
> "He does have a job though," insisted the boy. "He sort of teaches teachers to teach teachers to teach."

The "authority" articles by guest educators sometimes interested editors but, in one case at least, proved to be the least interesting of the 117 stories. The state superintendent of public

instruction interested editors, but one college president could gain admittance to the columns of only three newspapers as reflected by clippings returned. Unless the authority was the "top man," his opinion was judged by the editors solely on the basis of its merit. When he wrote on "the liberal teacher" or "the family budget and college," he interested editors. But when his subject was an account of institutional growth and change, editors detoured the story past the composing room to the wastebasket.

Historical articles on education are enjoyable to write, readily available in dusty annual reports and ancient catalogues, but of dubious interest to editors. Two were well accepted: grandma at school in the last century and what a city superintendent said about juvenile delinquency in 1867.

An article on the first NEA convention in Wisconsin in 1884 appealed to few editors, though it was the largest convention ever held up to that time and the suggestion was made that delegates be put to bed and, when asleep, be removed and "stood up in a corner to put somebody else in their beds." The state journal of education used the article, but a poor return of 13 clippings came from the newspapers.

Philosophical articles, generally, bore the editor. Yet, the college Regents sent out 13 in the face of editorial disinterest—the lame excuse being that educators must philosophize even at the expense of anonymity. The excuse, like an invalid horse, should be mercifully shot and buried.

These are the news interests of editors, whether they know it or not, uncovered during the past two years in Wisconsin. Educators will be rewarded if they accept the lessons learned by the state college Regents and strive to please the editor by steering articles toward his interests. Only through the narrow and well-guarded channel of editorial acceptance can the school's story be told to the general public.

A nation with a largely untapped interest in education awaits news of its schools. The educator who neglects the interest because he ignores the editor is failing his profession.

SPECIAL CONFERENCE REPORT

EDUCATION OF THE GIFTED

THE GIFTED CHILD was the object of special concern at the international convention of the Council for Exceptional Children, a department of the National Education Association. Meeting in Kansas City, Mo., April 8-12, the council conducted a number of meetings on the gifted jointly with the NEA. The keynote for the series was delivered by Nicholas Hobbs, George Peabody College for Teachers, who spoke on "Motivation to High Achievement." He concluded from his research that

1. Motivation to high achievement must be given explicit attention if many of the current programs for the academically talented are to pay off.

2. Motivation touches the whole fabric of American life, defined at one end by the national ethos and at the other by the child-rearing practices in the first two years of life.

3. Bright, high-achieving adolescents, as a group, come from homes that are culturally richer and more stimulating than are the homes from which bright, low-achieving adolescents come.

4. Likewise, the productive bright children more often come from homes where ideas are shared, where family-group activities are common, and where there is self-conscious planning for the development of members of the family.

5. A number of other factors are still unclear, but two for which there is some consistent evidence indicate that the intensity of activity of the child is of greater significance than the range of activity and that the productive young people are more autonomous and goal-directed than the unproductive.

For the purpose of adding strength to the council's program in behalf of better educational opportunities for gifted children, some of its members organized, one year ago, the Association of Educators of Gifted Children, which affiliated at Kansas City as a division of CEC. A second group of persons interested in exceptional children also affiliated, at the same time, as the Association of Educators of Homebound and Hospitalized Children.

The CEC is an organization of Canadians and Americans and, as such, had long been known as the International Council for Exceptional Children. The delegate assembly dropped the word "International" from the title to eliminate confusion concerning the geographical scope of

the organization's program. Therefore, the group will be known in the future as, simply, the Council for Exceptional Children.

Other acts of the assembly follow:

1. It gave strong support to the council's Division on Teacher Education in its recommendations of standards for accreditation of college and university programs for the preparation of teachers of exceptional children and especially for its efforts to assure competent college and university faculty in such teacher-education programs.

2. The assembly paid tribute to the National Association of Radio and Television Broadcasters, to the TV and radio sponsors and script writers, to publishers and journalists, and to literary writers for their significant contributions in making the public aware of the problems and needs of all types of exceptional children, in developing understanding and wholesome public attitudes toward those with physical, mental, and emotional disabilities, and in their increased coverage in disseminating factual information on human handicapping.

3. The assembly affirmed its support of Senate Bill No. 395 and its companion House bills designed to encourage expansion of educational opportunities for children with retarded mental development through grants for leadership positions in the education of such children.

The council's publication board voted to expand its journal, *Exceptional Children*, to include a section on research, covering announcements of new projects in the area of exceptional children and the implications stemming from recently completed ones.

The new president is Lloyd M. Dunn, co-ordinator of special education of the George Peabody College for Teachers, Nashville; the president-elect is Ivan K. Garrison, director of special education, Jacksonville, Ill.; and the new recording secretary is Mamie Jo Jones, co-ordinator, Program for Exceptional Children, State Department of Education, Atlanta.

The Council adjourned its convention to meet in a regional in Denver, Colo., Nov. 5-8, 1958, and in its annual international convention in Atlantic City, April 7-11, 1959.

HARLEY Z. WOODEN
Executive Secretary
The Council for Exceptional Children
Washington, D.C.

EVENTS

Foreign Languages and Foreign Service

EDUCATIONAL PROBLEMS have a way of being discovered and rediscovered at periodic intervals. During recent years there has been many an outcry against alingual Americans who serve abroad in diplomatic, cultural, or educational capacities. One thinks of the demand by Sen. J. William Fulbright in the spring of 1957 that only such a person should be sent to a foreign country as an ambassador who is competent in its language and cultural traditions.

It surprised no one "in the know" that the Advisory Committee of the Foreign Service Institute reported on March 18 to President Eisenhower that the status of linguistic ability in the diplomatic corps was rather deplorable. Among the facts which came to light were the following: 50% of our regular foreign service officers and 70% of the newcomers do not speak any foreign language; Ambassador Llewellyn E. Thompson (U.S.S.R.) is the only American ambassador to an Iron-Curtain country who can speak the language of his host nation; only two ambassadors to Arabic countries can speak the language; the ambassadors to France and Germany, among other West European countries, do not possess functional knowledge of the respective languages. All this was news to the President, who responded with anger to that state of affairs which was responsible for the reduction of the funds for language training.

It is highly probable that most of the diplomats *sans* languages did very little on their own to learn how to use a form of foreign speech. Every person of intelligence and education, such as the foreign service officers are supposed to be, should be able to exert himself to learn the language of the country in which he serves our government. Finances and training programs are helpful, but one must rely on his ability to adapt himself to a new situation and on his intellectual discipline. The failure to achieve linguistic fluency in our diplomatic corps is one criticism which cannot be charged to professors of education.

The foreign service officer must acquire more than a speaking knowledge; he must learn to comprehend a native speaker's conversation, and read with reasonable ease, speed, and accuracy. It may be too much to ask him to gain an ability to write the foreign language.

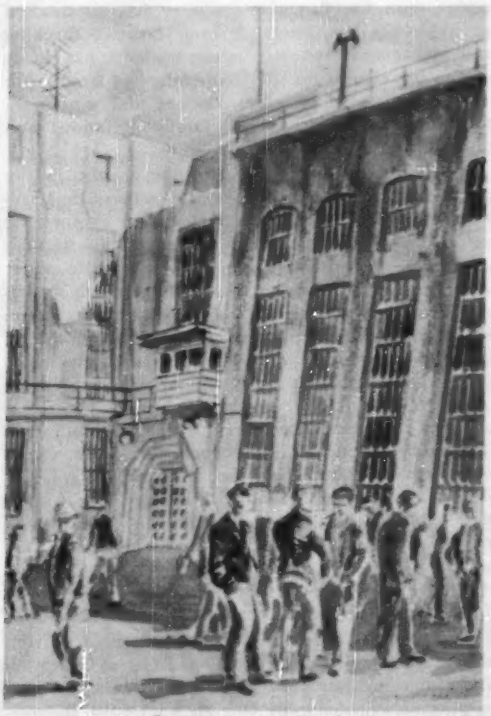
Our foreign service officers represent the United States in more than diplomacy. The foreigners usually consider them representative of American culture and education. Their qualifications and standards of per-

formance must be high. The government must see to it that linguistic fluency be made a requirement for foreign service, not only because the foreign service will thereby be improved but also on account of our increased cultural prestige abroad. It is high time to eradicate linguistic ignorance on the part of our diplomatic personnel.

WILLIAM W. BRICKMAN

SELF-TAUGHT ARTIST FROM PRISON: A CASE OF REHABILITATION

EVERY YEAR many prisoners complete their jail sentences or are released on parole only to resume careers in crime and then find themselves back in prison. However, our society does succeed in rehabilitating some criminals—even those considered to be incorrigibles. Chester Cingolani, 27, who recently was paroled from the California State Prison at San Quentin, makes it apparent that hardened criminals can find new, productive incentive in prison. Despite years of imprisonment and a stubborn refusal to accept authority, Cingolani found the desire to have a definite purpose in life and taught himself how to paint while in the penitentiary. As a parolee, he now has a job as illustrator for a magazine, has held a one-man show at a New York art gallery with a few sales to his credit, and is taking a correspondence course to provide some formal background to his art training.



From one-man show, Little Studio, New York City
Death Row Door facing the Big Yard

From one-man show, Little Studio, New York City
Chester Cingolani: A self-portrait

Although he was interested in drawing during elementary school days, Cingolani did not continue his partiality to art as he grew up. He sought recognition through identity with a gang of delinquents. After the ninth grade he left school to become a welterweight boxer and thereby satisfy his craving for attention. For more security he joined the army but was imprisoned for possession of marijuana. A parole after his dishonorable discharge from the service led to robberies to obtain money for narcotics. Ultimately he was sentenced to a term of seven and a half years at San Quentin.

In prison "I tried to be as bad as possible," said Cingolani. He thought that such behavior would make him popular in the eyes of the inmates. Consequently, he did not avoid fighting with prisoners, and he participated in a food riot for which he was placed in an isolation cell for 18 months.

A box of pastels reunited his early interest in art with a latent talent. The prison officials, who saw some of his sketches, encouraged his artistry. When he finally had access to more art supplies, he tried various media—chalks, charcoal, pencil, pen and ink, oils, and water colors. The first prize was awarded to him in two art contests among the prisoners, and the authorities asked him to paint murals for the administrative buildings. He also illustrated the prison's biweekly newspaper, the *San Quentin News*.

In addition to his art work, Cingolani attended group therapy sessions twice a week. Hearing the

other convicts freely discuss their problems similar to his own helped to show him that "people are not alone with their problems."

One of the most significant features of the rehabilitation program in prison, according to Cingolani, is the availability of facilities to gain an education and to prepare for a vocation. When prisoners take advantage of these facilities, he observed, "it is indicative that they are interested in self-improvement."

STANLEY LEHRER

MEIKLEJOHN AWARD FOR ACADEMIC FREEDOM

THE FIRST Alexander Meiklejohn Award for academic freedom was presented to Pres. Eldon L. Johnson and the trustees of the University of New Hampshire by the American Association of University Professors at its 44th annual meeting, Denver, April 25. Pres. Johnson and the board of trustees were cited for their service to academic freedom in permitting Paul M. Sweezy to address students at the University of New Hampshire in the spring of 1956. At that time, the New Hampshire Supreme Court had upheld Mr. Sweezy's conviction for contempt of the New Hampshire courts, and considerable opposition to his appearance on the university campus had been voiced throughout the state. The U.S. Supreme Court later reversed the decision of the New Hampshire Supreme Court.

The chairman of the board, Lawrence F. Whittemore, received the award on behalf of the president and the board. Mr. Whittemore, one of New England's most distinguished business men, has held the presidency of the Federal Reserve Bank of Boston, the New Haven Railroad, and the Brown Co., as well as offices in other corporations.

In presenting the award, Prof. Ralph F. Fuchs, chairman of the award committee and former general secretary of the association, said, "The committee is honored to make this year's Alexander Meiklejohn Academic Freedom Award to the President and Trustees of the University of New Hampshire for their action in resolutely maintaining the freedom of members of the University community to hear all points of view on controversial issues, even in the face of public opposition to bringing a particular speaker on to the campus. The meeting which precipitated the issue at the University of New Hampshire was sponsored in accordance with regulations. A denial of permission to hold it would have been a serious defeat for academic freedom. By contrast, the action which we here honor has set a courageous and successful example of responsible educational statesmanship, from which the proponents of liberal education everywhere can take heart."

The Alexander Meiklejohn Award was established in honor of Dr. Meiklejohn, former president of Amherst College, philosopher, and proponent of civil liberties and academic freedom. The award was made possible through a gift to the American Association of University Professors by alumni and former faculty members of the Experimental College at the University of Wisconsin. Dr. Meiklejohn directed the Experimental College from 1927 to 1932.

LIBERALIZING TECHNOLOGICAL EDUCATION

IN A DAY when more technical training is being demanded, Boston University's College of Industrial Technology has moved to strengthen its curriculum in both the scientific and liberal arts areas, according to Pres. Harold C. Case, and two new B.S. degrees—in aeronautical technology and in engineering management—have been added to the customary B.S. in aeronautical engineering. The announcement was made upon the occasion of the 30th anniversary of the college, which was originally founded in 1928 as the New England Aircraft School. The school became part of Boston University in 1951, under the direction of Prof. Hilding N. Carlson of Quincy, Mass., who has since retired, and the present acting dean is B. LeRoy Sheley of Hopkinton, Mass.

Pres. Case pointed out that the new B.S. degree in aeronautical technology is designed to fill the need of industry for field representatives, technical writers, and engineering liaison personnel who have little cause to design operative units. This program will include technical and engineering courses, and science, mathematics, English, and other liberal arts courses. The B.S. in engineering management will provide an engineering and technical background with liberal arts courses and extensive business management subjects, human relations, and English.

According to Dean Sheley, "industrial, military and governmental demand for our graduates, together with the fact that industry has approached us suggesting we develop greater creative thinking and managerial capacities in our students, has led us to the broadening of this cooperative program with our College of Liberal Arts, College of Business Administration and School of Public Relations and Communications."

All non-technical courses will be taught in the classrooms of the other respective schools and colleges. "In effect," said Dean Sheley, "our engineering students will be increasingly exposed to the faculty, students and research facilities of these separate expert areas, permitting them a frame of reference that is not available in a college where primary curriculum interests are the engineering sciences. The depth and breadth of their training thus will become much more conspicuous than in a traditional engineering curriculum. With a greatly expanded emphasis on liberal arts and business management, College of Industrial Technology students can become far more useful to their particular calling. Specific on-the-job training is still left to the individual company, but with a new approach, the young graduate can go to his employer a far better thinker, organizer and creator."

COMPARATIVE AND INTERNATIONAL EDUCATION AT TEACHERS COLLEGE

STUDENTS at Teachers College, Columbia University, are getting a deeper understanding of education and the world situation and international relations as a result of increasing foreign service by the college's faculty. Professors at the college are tradition-

ally given opportunities to get on-the-spot knowledge of different cultures. What they learn abroad enriches their own teaching and the college's program in comparative and international education. It all filters down to better student insight into these subjects.

Most members of the college's Division of the Foundations of Education—to name one of many college departments that could be cited—are serving or have served overseas in the past two years under such sponsors as the Federal government, the Fulbright program, industry, the Ford Foundation, and by invitation of foreign universities and by direct exchanges: Ralph B. Spence followed Clarence Linton as head of a teacher-training mission in Afghanistan; Donald G. Tewksbury recently returned from a month's trip to five Scandinavian countries, where he helped develop a student-exchange program; Anne S. McKillop has exchanged positions this year with Prof. James Maxwell of Moray House, the leading teacher-training center in Scotland; Sloan R. Wayland is teaching rural sociology and is a consultant on rural social organization at the American University at Beirut, Lebanon; Wilbur C. Hallenbeck was a consultant to the Institute of Social Research at the University of Natal in South Africa; in Greece, L. P. Cajoleas examined the cross-cultural program between that country and the United States; and George Z. F. Bereday and Lawrence A. Cremin were members of the Seminar in American Studies at Salzburg, Austria; Philip H. Phenix and Solon T. Kimball conducted a series of seminars for teachers of American children in Saudi Arabia; Harold F. Clark served on an economic-development program in Mexico; and R. Freeman Butts, division director, conducted research in Australia, Tasmania, Ceylon, and Europe.

Prof. Hollis L. Caswell reported that a faculty committee, under Prof. Butts, has been appointed to analyze the college's present work and to plan an expanded program in international education, *e.g.*, basic and applied research, the training of personnel for work overseas, the instruction and guidance of foreign students, the problems of recruiting and selecting students for whom study at Teachers College will be most profitable, and the possibility of developing formal relations with a few outstanding foreign institutions engaged in teacher education. The last project would involve the exchange of faculty and students for mutual assistance in research and program development.

Dr. Caswell believes that there is a need in the U.S. "for a major center for the scholarly study of the problems of education in various cultural and national settings. The number of scholars in comparative education now on the faculties of graduate schools of education is quite inadequate. An interdisciplinary team of highly trained persons, representing a variety of experiences in teaching, research and field service is required to carry out such an undertaking." Further, "interest in, and study of, education in other countries can no longer be the sole concern of specialists in comparative education. In the future, our faculty as a whole will share this responsibility to a great extent. International education will more fully become an institutional matter at Teachers College."

The Teachers College program in comparative and international education includes study of foreign education systems and of the political, economic, social, and cultural aspects of education of Europe, the Far East, the Near East, Africa, and Latin America. It also covers study of present-day world cultures for educators concerned with education for international co-operation; student exchanges; technical assistance; teaching materials on international understanding and co-operation; and the United Nations and American education.

Educational Ticker Tape . . .

(Continued from page 306)

In analyzing the requirements of good schools, he recognized the importance of maintaining wholesome intellectual and physical discipline, developing a student's consciousness of purpose, and pursuing excellence in scholarship and leadership for all types of learners. He suggested the competent use of test results to locate the point where instruction should begin, to determine the rates of progress, to classify the student in a group, and to recognize the student's strengths and weaknesses.

"The problem of universal education is not simple," Dr. Fischer pointed out. "The essence of the varied curricula often constitutes a hazard in itself. Curricula have become large sorting machines which obscure differences and abilities." He warned that we may have to alter grade divisions, time limits, the Carnegie units, and the length of the school day in order to provide challenging classes to capitalize on the student's abilities.

TEACHING RUSSIAN IN HIGH SCHOOL

"The American Need: Introduction of Russian into Public Schools" was the theme of the 16th Annual Spring Conference of the New York State Chapter of the American Association of Teachers of Slavic and East European Languages, May 17, at Brooklyn College. In summoning the conference, Prof. Albert Parry, chairman, department of Russian studies, Colgate University, and president of the association's state chapter, pointed out that only 16 public and private secondary schools in the U. S. are now teaching the Russian language. "This is a net gain of some five or six schools since the Sputniks," he said. "It is a small gain, to be sure, but more is to come. Reports reach me from all over the country that high schools are preparing to introduce Russian, either this September or in the next two or three years. Take Connecticut as an example. Two public high schools in that state are planning to offer Russian beginning with September, and at least twenty other schools in Connecticut are interested in establishing courses of Russian sometime within the next two or three years."

At the conference, the problem of where, how, and who should teach Russian was discussed. The speakers were Theodore Huebener, director of foreign languages, Board of Education, New York City, and Herbert Schueler, director of teacher education, Hunter College.

TV AND RETENTION OF LEARNING

Students can retain as much information from televised instruction as from listening to a lecture given by a teacher in the classroom, reported Sam L. Becker, director, division of TV-radio-film, State University of Iowa, at a University of Michigan conference on "Instructional Television: What We Do and Do Not Know," July 10. "SUI studies have shown no significant differ-

ences in amount of material retained by students receiving part or all of their instruction by TV and students receiving their instruction in other ways."

Although studies on the TV teaching method have not been completed, the reactions of SUI experimental groups of students have generally been favorable, said Prof. Becker. Among SUI instructors, however, there has been a "tremendous range of attitudes. The great majority feel that students do not get as much from their courses when taught by television." But, he pointed out, many teachers who are skeptical at first tend to become quite enthusiastic supporters of instructional TV.

He explained that SUI has been conducting studies with students enrolled in Communications Skills courses which teach the principles of speaking, listening, writing, and reading. Some of the students viewed kinescopes of lectures and demonstrations and others learned by conventional methods. Another course used live TV instruction featuring two-way discussions between the instructor on the screen and students in adjoining classrooms.

According to Prof. Becker, "these developments in instructional TV have motivated more good evaluation of the teaching process than we have had for a long time. Television has proved to be a superb tool for examining the teaching process."

IS REMEDIAL MATH IN COLLEGE AN ANSWER TO POOR PREPARATION IN HIGH SCHOOL?

The place to study high-school mathematics is in high school—not college. A U. S. Office of Education bulletin, summarizing recent studies on the teaching of mathematics, reveals that "remedial programs seem to be helpful to some pupils, but no study shows that the college freshman receives, through a short remedial mathematics course, a desirable foundation in high school mathematics." The bulletin, "Analysis of Research in the Teaching of Mathematics, 1955 and 1956," by Kenneth E. Brown (U. S. Government Printing Office, Washington 25, D. C., 25 cents), reviews studies made in about 350 colleges with the co-operation of the National Council of Teachers of Mathematics.

The key factor in math teaching is still the teacher, the report shows. "The various physical devices for teaching mathematics seem to make only a small contribution. More important than the device is the skill of the teacher in using it." One of the studies showed "no significant difference in achievement" when high-school students were taught math in small groups but did reveal "a most significant difference in pupil achievement under the various teachers in the experiment."

COLLEGE COURSES FOR SUPERIOR HIGH-SCHOOL STUDENTS

Ohio State University, which is working with Franklin County and Columbus schools in exploring the possibilities of making college-level courses available to superior high-school students, announced in May the following principles to apply in dealing with school requests for such courses:

1. The purpose of offering opportunities for advanced work to selected high-school students is not primarily acceleration, although this may result if college credit is given. Rather, the objective is to provide the student a way of using his capacities to the greatest extent, and in the case of helping the student prepare for the university's proficiency examinations, to prevent his having to repeat studies already satisfactorily completed in high school.

2. Students may be admitted to university courses at the discretion of the departments concerned, provided that such students are doing better than average work in their high-school program and that the high school itself makes the request. However, the admission of high-school students to university classes will be only temporary and experimental when the courses are such that the high school might ultimately provide its own college-level courses.

3. If it appears that existing university rules stand in the way of accomplishing these purposes, quick consideration will be given to changing the rules.

SPECIAL ATTENTION TO HIGH-SCHOOL GRADUATES WITH BELOW "C" AVERAGES

A plan to give special attention to students who graduated in the lower one-fourth of their high-school classes was tried this summer at the State University of Iowa. Ted McCarrel, registrar and director of admissions, said that Iowa high-school graduates with averages below "C" who planned to enroll at SUI this fall were urged to begin their college careers during the summer session. "We are attempting to give these students a chance to prove they can do college-level work during the summer," he explained. "They can concentrate completely on schoolwork at this time because there are fewer tempting extra-curricular activities." He also pointed out that instructors can provide a maximum of individual attention during the summer when there are fewer freshmen to counsel.

To students who graduated in the lower one-fourth of their high-school classes but who still want to continue their education, the new plan offers additional advantages: If the student finds he is unable to do acceptable work, he has lost little time during the eight-week summer session and he has not spent so much money as he would during a regular semester.

Entrance examinations were given to all below-average high-school graduates. Some 100 students who planned to enroll at SUI this fall took the tests last spring. About 45 of these students were urged to enroll during the summer session. The others, who made higher scores on the tests, will enter SUI this fall.

GHANA—80TH MEMBER STATE OF UNESCO

In the spring of 1958, Ghana, a new West African nation, became a member state of the United Nations Educational, Scientific and Cultural Organization. This brings to 80 the total membership of Unesco.

The state of Ghana was born in March, 1957, when the former Gold Coast colony, joined with the former British-administered trust territory of Togoland, became an independent nation. The Gold Coast has been an associate member of Unesco for several years.

Ghana has a population of more than 4,500,000 and an area of about 94,000 square miles. It produces a third of the world's cocoa supplies and has rich bauxite deposits and important timber resources, gold, diamonds, and manganese. The country's name is derived from the historic tradition that West African tribes were originally members of the great Ghana empire of medieval times. The principal tribal groups in Ghana today are the Ashanti, the Ewe, and the Fanti. (UNESCO)

NEWS IN BRIEF . . .

Personal qualities which make for success in teaching will be the subject for a five-year investigation by the University of Texas College of Education. The National Institute of Mental Health has granted $41,000 for the first year of the project which is the first of its kind in the U. S. designed to develop teacher education programs that will foster sound mental health on the parts of teachers and pupils. "Although our present programs emphasize the acquisition of subject-matter knowledge and produce graduates who are academically superior, we have long been aware that the personal qualities of a teacher cannot be overlooked," said Dean L. D. Haskew, College of Education. "This grant will enable us to demonstrate what can be done to produce teachers who can protect and strengthen the mental health of pupils."

New Methods for Teaching Math to Children: Dr. C. Gattegno, secretary, International Commission for the Study and Improvement of the Teaching of Mathematics, will visit the U. S. this month after completing his first tour of duty in Ethiopia as an expert in the technical assistance program of Unesco. His visit will be sponsored by the Foundation for Integrated Education, New York City. Dr. Gattegno, former professor of pure and applied

mathematics and of educational and psychological method, Universities of London and of Liverpool, has done much original work in countries where educational policy is not directed from the governmental center. Among other advances, he is credited with introducing into about 15 countries the unique materials for teaching mathematics which carry the concepts and operations of algebra directly into the first grade. In his American programs he will include demonstrations of these new materials and methods with small children.

National Committee Faculty Fellowships for college teachers of American government and politics are being made available by the Citizenship Clearing House in cooperation with the Democratic and Republican National Committees. One fellow will be selected for assignment to each National Committee as a special consultant to the party's national chairman, Feb. 1, 1959-Feb. 1, 1960. Each fellow will receive a stipend equal to his current academic salary plus a cost-of-living increment of $1,500. Applications should be submitted not later than Oct. 31, 1958, to Citizenship Clearing House, 40 Washington Square North, New York 12, N. Y. . . . **An endowment gift to reward excellence in teaching** has been established at the Taft School (Watertown, Conn.) by Mrs. John Ward Mailliard, Jr., of San Francisco. A $75,000 fund will provide one, two, or three fellowships of $1,000 each to be awarded annually to Taft teachers "in recognition of teaching excellence, either in or out of the classroom," with primary emphasis to be placed on "outstanding performance in instilling enthusiasm for learning or building those qualities of character which best equip Taft students for later life."

A new type of engineer will be educated at Rensselaer Polytechnic Institute (Troy, N. Y.) beginning this month when the institute becomes the first college in the world to offer full programs in environmental engineering leading to a bachelor's degree and also providing a series of graduate courses leading to advanced degrees. The field has been developed to meet new environmental problems resulting from our growing population and unprecedented industrial expansion and urbanization . . . **Mathematics for the non-scientist** will be offered at Stanford University this fall. The program is designed to supplement study in the fields of economics, psychology, sociology, and communications and journalism. Participating students will receive math training comparable to that given to physics and engineering majors . . . **The new bimonthly Magazine of the Arts, *Horizon*,** will appear Sept. 15 in book form, similar to its sister publication, *American Heritage*. The field of the magazine "will be the entire span of mankind's cultural activities, past and present," said Pres. James Parton of American Heritage Publishing Co. The publication will present "great art from all ages and the thinking of good contemporary minds on a variety of cultural topics." (Annual subscription: $18.)

NEW POSTS . . .

Theodore W. Biddle, dean of men, University of Pittsburgh (Pa.), is the first president of the university's Johnstown College. George W. Hoffman will assume the post of dean of the college, Feb. 1, 1959. Dean of the university's new School of General Studies is Viers W. Adams . . . **Asa S. Knowles,** president, University of Toledo (Ohio), will become president, Northeastern University (Boston), July 1, 1959, succeeding Carl S. Eli who will retire . . . **William S. Carlson,** former president, State University of New York, named president, University of Toledo, effective this month, succeeding Asa S. Knowles, president-elect of Northeastern. **Edwin R. Hodge, Jr.,** named dean of Toledo's College of Business Administration . . . **Richard H. Heindel,** vice-chancellor, University of Buffalo (N. Y.), appointed president, Wagner Lutheran College (Staten Island, N. Y.).

Jack J. Early has resigned as dean, Iowa Wesleyan College (Mount Pleasant) to accept the presidency, Dakota Wesleyan University (Mitchell, S. D.) . . .

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TEACHING THE DISORDERLY PUPIL in Elementary and Secondary School

By Norma E. Cutts and Nicholas Moseley.

Problems and methods associated with discipline and learning. 1957. 174 pp. Paper. $1.90.

TAXONOMY OF EDUCATIONAL OBJECTIVES

Handbook I: Cognitive Domain.

Edited by B. S. Bloom and D. R. Krathwohl, for a committee of college and university examiners. Educational goals and testing problems. 1956. 207 pp. Paper. $1.50

CONSTRUCTING EVALUATION INSTRUMENTS

By Edward J. Furst.

Problems of testing; goals, behavior and evidence; evaluating test results. 1958. 334 pp. $4.75.

A HISTORY OF THE FAR EAST

By Alfred Crofts and Percy Buchanan.

A general history of China, Japan, Korea and Malay, from ancient times to the present. 1958. 626 pp. $6.50.

COMPREHENSIVE DICTIONARY OF PSYCHOLOGICAL AND PSYCHOANALYTICAL TERMS

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Includes some 13,000 terms used in psychology and related fields. 1958. 594 pp. $8.00.

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William J. Holland has succeeded Leslie B. Coombs as president, Bradford Durfee College of Technology (Fall River, Mass.). Dr. Coombs retired June 30 . . . **Joseph E. Gibson** appointed president, Gulf Park College (Gulfport, Miss.) . . . **Rev. Jerome J. Marchetti, S.J.** dean, College of Arts and Sciences, Saint Louis (Mo.) University, named executive vice-president.

Kent (Ohio) State University appointments and promotions: Robert I. White, Jr., vice-president for academic affairs; Clayton M. Schindler, dean, College of Education; Glen T. Nygreen, dean of students; Archie E. Hendricks, assistant dean, College of Education; Roy E. Wenger, director, Bureau of Educational Research; Ralph Hall, director, Audio-Visual Center; Stanley C. Vance, head, department of industrial administration and production; William N. Wannemacher, head, department of history (Sept. 15); to professorships, Emanel C. Hertzler and Clinton H. Hobbs (biology), Martin R. Baron (psychology), and Oscar H. Ibele (political science); to associate professorships, Charles S. Felver, Edgar L. McCormick, and Martin K. Nurmi (English), Doris B. Kinneman and Pearl J. Phillips (education); to assistant professorships, John E. Keating (English), Ethelouise Carpenter (early childhood education), and Harris Giffen and Harold Webb (education).

William J. McGlothlin, deputy director, Southern Regional Education Board, Atlanta, Ga., resigned Aug. 31 to become vice-president, University of Louisville (Ky.) . . . **Roger W. Bancroft,** director of education, State University of New Teachers College, Cortland, has assumed duties as project chairman, secondary teacher education project in Indonesia, financed by the Ford Foundation and sponsored by the State University.

RECENT PUBLICATIONS

(Continued from page 314)

pp. 664, $7.50; PARK, JOE, *Selected Readings in the Philosophy of Education,* pp. 440, $5.00. Macmillan Co., New York 11.

BARR, JOHN A., *The Elementary Teacher and Guidance,*' pp. 435, $4.50; HAAG, JESSIE H. *School Health Program,* pp. 533, $6.50. Henry Holt, New York 17.

BARR, STRINGFELLOW. *Purely Academic.* Pp. 304. Simon and Schuster, New York 20. $3.95.

BATES, RALPH S., *Scientific Societies in the United States,* second edition, pp. 297, $6.50; FERGUSON, ROWENA, *Editing the Small Magazine,* pp. 271, $4.50; MARCUSE, HERBERT, *Soviet Marxism: A Critical Analysis,* pp. 271, $4.50; WATSON, BURTON, *Ssu-Ma Ch'ien: Grand Historian of China,* pp. 276, $5.00. Columbia University Press, New York 27.

BLANSHARD, PAUL. *American Freedom and Catholic Power, 1958.* Second edition, revised and enlarged. Pp. 402. Beacon Press, Boston 8. $3.95.

BODDE, DERK, *China's Cultural Tradition: What and Whither?,* pp. 90, 1957, $1.25 (paper); HOCK, LOUISE E., *Using Committees in the Classroom,* pp. 55, $1.00 (paper); McNAMEE, REV. MAURICE B., (S.J.), *Reading for Understanding,* revised edition, pp. 552, $4.90; MARTIN, HAROLD C., *The Logic & Rhetoric of Exposition,* pp. 204, $2.00; SALE, WILLIAM M., JR. (editor), *Prose Readings: Impressions and Ideas,* pp. 367, $1.90 (paper); SEIDMAN, JEROME M. (editor), *The Child: A Book of Readings,* pp. 674, $6.75. Rinehart & Co., New York 16.

BOKELMAN, W. ROBERT, *Higher Education: Planning and Management Data, 1957-58,* pp. 102, 25 cents (paper); IFFERT, ROBERT E., *Retention and Withdrawal of College Students,* pp. 177, 1957, 65 cents (paper). U. S. Government Printing Office, Washington 25, D. C.

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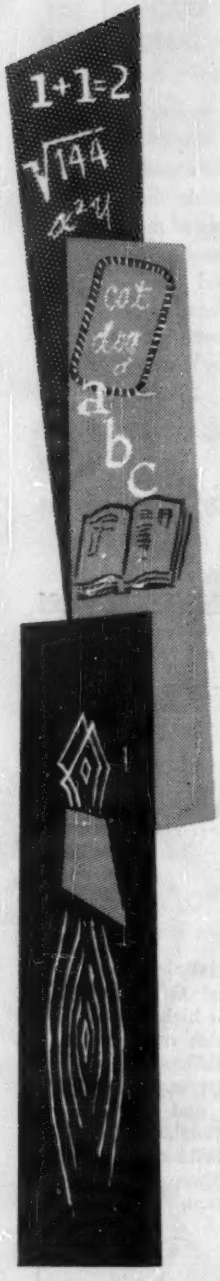

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